

EYFS Curriculum:

A breakdown/hierarchy of skills and knowledge of what needs to be taught over the EYFS year in order that the vast majority of children will achieve in line with national age-related expectations

<u>Prime areas:</u>	<u>CLL</u>	
This involves giving children opportunities to speak and listen in a range of situations and to develop their confidence and skills in expressing themselves.		
<u>End of year expectations</u>	<u>Listening , Attention and Understanding</u>	<u>Speaking</u>
	Children should be able to sit in small groups and listen to stories, responding to ‘what’ and ‘how’ questions. They should be able to sit and take turns in larger groups. Children should be able to listen and respond to others. Following two-part instructions. They should be able to understand ‘who’, ‘what’ and ‘how’ questions.	Children explain and describe their ideas and experiences using the correct tense. They should be speaking in longer sentences using the connectives ‘and’ and ‘because’.
<u>Terms</u> Autumn	<ul style="list-style-type: none"> • Children should be taught to listen to others one on one or in small groups, for example to sharing something from home. • Start to encourage children to anticipating key events and phrases in rhymes and stories, e.g. during story time, circle time, small groups sharing stories in a book area. • Teach children to join in with repeated refrains and familiar stories e.g. poems, stories, songs, call and response games etc. • Teach children to listen and respond to a signal for tidy up time, small group time and playtime. • Read short stories and sing nursery rhymes regularly to build up a repertoire of known stories. • Encourage children to take turns speaking n small groups. • Give children simple instructions for them to follow accurately, i.e. jump, hot, touch your head. • Give simple instructions with one-part and support children to respond, initially using their name to gain attention. • Encourage children to follow directions e.g. Simon says games. • Share books and encourage children to respond to the pictures. • Show understanding of prepositions such as ‘under, on top’. 	<ul style="list-style-type: none"> • Ask questions using what, where, who to find out more. • Use vocabulary from recently read stories in conversations. • Build in the opportunity to know and apply vocabulary that describes feelings – sad, happy, angry • Encourage children to explain what items are using during P-D-R. Extend with, ‘What will they need?’ ‘How can they use it?’
<u>Assessment</u>	<u>Learning to be secure by the end of Autumn Term</u> <u>The vast majority of Children can:</u> <ul style="list-style-type: none"> • Children can switch tasks when their name is used to gain attention. • Children can point to a picture relating to an action. 	<u>Learning to be secure by the end of Autumn Term</u> <u>The vast majority of Children can:</u> <ul style="list-style-type: none"> • Children can follow instructions with adjectives i.e. can you find the blue bus? where is the small pot?
Spring	<ul style="list-style-type: none"> • During P-D-R support the children to listen to others in a small group. • Model different tenses to discuss things that are happening now and things that have happened in the past. • Children should be taught to retell simple past events in correct order e.g. things that have happened or events from a story. • Read stories with repeated phrases and flap pages, supporting children to recall and make predictions. • Build on children ability to turn take increasing group size. • Give children one-part instructions to follow without gaining their attention using their name first. 	<ul style="list-style-type: none"> • Model questions using ‘when’ and ‘why’ to support the children to find out more. • Ask relevant questions and in small group time model sharing opinions, explaining preferences and encourage the children to give their own preferences. • Children should be taught to begin to speak in longer sentences of four to six words. • During review encourage the children to use vocabulary to describe what they did and what changes they have noticed.

	<ul style="list-style-type: none"> Children should be taught to understand 'when' and 'why' questions, relating them to observations. Support children to build up vocabulary that reflects knowledge and experience related to topic. Teach children how to name and describe items i.e. playing feely bag game etc 	
Assessment	<p><u>Learning to be secure by the end of Spring Term</u> <u>The vast majority of Children can:</u></p> <ul style="list-style-type: none"> Children can respond to a two-part instruction <p>Children should be able to answer a how or why question relating to their play.</p>	<p><u>Learning to be secure by the end of Spring Term</u> <u>The vast majority of Children can:</u></p> <ul style="list-style-type: none"> Children should be able to use increasingly complex sentences with 'and' or 'because'.
Summer	<ul style="list-style-type: none"> During P-D-R children to listen and respond to others in larger groups. Encourage the children to describe a pretend object in play-based situations. Share known stories with rhyme and repeated phrases, encouraging the children to join in the missing parts. Children should be taught to respond to questions and give their reasoning taking turns in larger groups. Read longer stories that are unknown and extend vocabulary. Build on following instructions by increasing to two-part instructions. Children should be taught to understand 'what' and 'who' 'how' questions to understand why things happen. Use book sharing to support this. <p>Build on children's ability to recall and relive past experiences; e.g. children discuss when they went on a school trip.</p>	<ul style="list-style-type: none"> Explain ideas and experiences using different tenses, prepositions, time connectives and vocabulary acquired from all areas of the curriculum. This should be modelled by adults consistently. Support children to respond to comments using full sentences, e.g. I think... because...
Assessment	<p><u>Learning to be secure by the end of Summer Term</u> <u>The vast majority of Children can:</u></p> <ul style="list-style-type: none"> Children can use intonation and rhyme when joining in with familiar stories and listen and recall longer stories. Children can recall events in chronological order i.e. school day, a special event. 	<p><u>Learning to be secure by the end of Autumn Term</u> <u>The vast majority of Children can:</u></p> <ul style="list-style-type: none"> Children can explain what has happened and what might happen next.

<u>Prime Areas</u>	<u>PD</u> This involves providing opportunities for children to be active and interactive, and to develop their co-ordination, control and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.	
<u>End of year expectations</u>	<u>Fine Motor</u>	<u>Gross Motor</u>
<u>Terms</u> Autumn	<ul style="list-style-type: none"> Children should be taught to hold and mark make with white boards pens, water and large paint brushes and chalk on large areas using the shoulder then elbow pivot movements. Children should begin to use some smaller tools; cutlery, tweezers, pipettes and scissors with support. Teach children how to use play-dough to create a sausage shape by rolling. Teach children to fasten coats and Velcro on shoes. 	<ul style="list-style-type: none"> Children should be taught how to check that they can get into a space – using arms Play simple instruction games giving one instruction or movement at a time. Children should be taught to stop on a signal Children should be given opportunities to run, encourage them to remember to check the area is safe for running and how to avoid bumping into others. Children should be taught to march, stamping their feet Support children to use the wheeled toys safely to move around the outside area.
<u>Assessment</u>	<u>Learning to be secure by the end of Autumn Term</u> <u>The vast majority of Children can:</u> <ul style="list-style-type: none"> Mark make independently using a palmer grip and elbow pivot movements. Model a sausage shape from dough. 	<u>Learning to be secure by the end of Autumn Term</u> <u>The vast majority of Children can:</u> <ul style="list-style-type: none"> Find a space Follow one-part direction March, stopping on a signal.
Spring	<ul style="list-style-type: none"> Children should be taught how to draw with elbow and then write pivot with chunky felt pens, crayons or pencils using a digit pronate grip. Children should build on their skills using small tools; cutlery, tweezers, pipettes with increasing independence. They should have the opportunity to use scissors for cutting shapes with straight lines. Children should be using powder paint and a brush to mix paint independently. Children should be able to model with playdough and clay, teach children how to make a ball by rolling then how to create a circle by squashing it flat. Children should be taught the technique of using crayons to create rubbings Children should start to show pencil control and begin to draw around templates, initially with straight lines then with curved lines. 	<ul style="list-style-type: none"> Children should be taught how to balance walking on a beam/ mats using their arms to counterbalance Play simple instruction games giving two instructions or movements at a time. Children should be taught to stop and go on a signal Children should be given opportunities to climb, encourage them to remember to check the area is safe. Children should be taught to jump from two feet to two feet. Children should be taught to hop from foot to foot. Support children to use the balance boards safely in the outside area.
<u>Assessment</u>	<u>Learning to be secure by the end of Spring Term</u> <u>The vast majority of Children can:</u> <ul style="list-style-type: none"> Snip paper and cut in a straight line. Create rubbings using crayons Model a ball from dough. 	<u>Learning to be secure by the end of Spring Term</u> <u>The vast majority of Children can:</u> <ul style="list-style-type: none"> Balance using their arms Follow two-part directions Climb using hands and feet.
Summer	<ul style="list-style-type: none"> Children should be given the opportunity to begin to use small tools; cutlery, tweezers, pipettes, scissors independently and with increasing accuracy. 	<ul style="list-style-type: none"> Children should be taught how to balance on one leg Play simple instruction games giving two instructions requiring movements at a time. Children should be taught to stop, go and line-up on a signal

	<ul style="list-style-type: none"> • Children should be taught to mark make using finer pencils and felt pen. They should be encouraged to use a static tripod grip. • Opportunities to build on cutting skills using textured paper, and thicker card. Children should also be taught to cut around curves i.e., cutting spitals. • Give children the opportunity to trace, initially large simple items reducing in size and increasing in complexity as skills develop. • Give children various templates to draw around, increasing complexity to match skill. • Teach children how to join clay and dough structures with the pinching technique. • Teach children how to weave paper through a hoop and extend to simple sewing. 	<ul style="list-style-type: none"> • Children should be given opportunities to use a ball / bean bag to aim at a target • Children should be encouraged to guide a ball around cones using a racket • Children should be taught to jump from two feet to one foot. • Children should be taught to complete and create obstacle courses balancing, jumping, climbing and negotiating space. • Support children to use the balance bikes.
<u>Assessment</u>	<p><u>Learning to be secure by the end of Summer Term</u> <u>The vast majority of Children can:</u></p> <ul style="list-style-type: none"> • Mark make using a static tripod grip. • Join dough by pinching. • Weave using paper. • Cut different textures and some curved lines. 	<p><u>Learning to be secure by the end of Spring Term</u> <u>The vast majority of Children can:</u></p> <ul style="list-style-type: none"> • Jump, hop, skip and negotiate space • Stop, go and line up on a signal • Throw using underarm, balance walking on a beam.

PSED

This involves helping children to develop a positive sense of themselves and others, form positive relationships and understand appropriate behaviour.

ELGs	<u>Self-Regulation</u>	<u>Managing Self</u>	<u>Building Relationships</u>
<u>Terms</u> Autumn	<ul style="list-style-type: none"> Children should be taught the areas in the nursery and how to access the resources. Children should be taught how to tidy up at the end of the sessions; start will collecting items to put in a basket and matching items that have been shadowed. Children should be encouraged and supported to play on their own and with others. Teach children the emotion 'happy', 'sad' and 'angry' and support the children to use these words to identify their own emotions. Help the children to explaining their feelings and those of others. Extend learning to teach children to say how they are feeling and why 'I am sad because...' 'I am happy when.....' Support children to accept help or direction. Teach children that they may need to wait a short time before they can carry out their wishes. Teach the phase 'Can I have a turn?' by modelling and supporting children to turn-take. 	<ul style="list-style-type: none"> Teach the nursery rules and expectations; this will also include the rewards and consequences for not following rules. Model and teach the children to use 'please' and 'Thank you' in conversations, remind them by pausing before giving them the item requested or waiting expectedly after they have received an item. Support children to make decisions, P-D-R 'Where would you like to play?' 'What will you do today?' 'Would you like milk or water?' Initially for play choices children may need a basket of items to represent the areas to play. Teach the children how to approach adults and to know that the adults are at nursery to help and that they should tell an adult when there is a problem. Support children to follow the nursery routine. Children should be taught where the toilets are and that they can go to the toilet at any time. Demonstrate how to flush the toilet and access the sink. Explain the importance of washing hands after going to the toilet; demonstrate hand washing with a song and support children to remember to always wash their hands after they have been to the toilet. Teach the children about looking after our bodies, link to daily routines washing, brushing hair and teeth. Ensure the children are confident to ask an adult if they have difficulty undoing fastenings. Teach children how to deal with conflicts using their words and getting an adult for support rather than using inappropriate words or behaviours. Model the word 'sorry' and encourage children to either say or show they are sorry for their actions. 	<ul style="list-style-type: none"> Support children to find ways to play with others; small group games or inviting a child to 'help' with another child's game. Teach children the word 'share' and then how to share; model turn taking and provide opportunities for children to wait their turn and share resources. Demonstrate how to take turns and work together to a solve problem. Teach children to praise each other, initially with gestures like thumbs up or a smile. Discuss differences; initially with preferences such as likes and dislikes and how it is alright to make or like different choices.
<u>Assessment</u>	<u>Learning to be secure by the end of Autumn Term</u> <u>The vast majority of Children can:</u> <ul style="list-style-type: none"> Identify if they are feeling happy, sad or angry. 	<u>Learning to be secure by the end of Autumn Term</u> <u>The vast majority of Children can:</u> <ul style="list-style-type: none"> Identify when they need to go to the toilet and ask for adult support if needed. 	<u>Learning to be secure by the end of Autumn Term</u> <u>The vast majority of Children can:</u> <ul style="list-style-type: none"> Take turns waiting for two children to take their turns first.

<p>Spring</p>	<ul style="list-style-type: none"> • Children should be taught how to tidy up all areas of the nursery even if they were not playing in them today to develop a unit responsibility. • Teach children to work together to complete tasks, i.e., one child using a sweeping brush and another child holding the dust pan. • Children should be encouraged to approach others if they would like to play and ask to join in, model phrases 'can I play?' 'shall I help' 'can I have a turn?' • Teach children how to respond to others if they request to play, explain how it would feel if a child asked and were told they couldn't play? How can we be kind? What could we say to include everyone? Games are more fun with more people. • Teach children the emotions 'worried', 'surprised' and 'joy' through social stories, puppet play, sharing and discussing stories. Support the children to use these words to identify these emotions. Help the children to explaining their feelings and those of others. Build on this to teach how we can manage these feelings; what could we do if we feel worried? What might make us feel better? • Support children to ask for help or direction from adults and peers. • Teach children that they may need to wait for five minutes or more before they can take their turn; introduce an egg timer as a way to allow the children to independently manage turn taking. • Teach the phrase 'Please can I have a go after ...?'" by modelling and supporting children to turn-take. 	<ul style="list-style-type: none"> • Teach the children to follow the rules and support them to articulate why we have these rules in Nursery. • Support children to controlling impulses by learning to adjust behaviour for different situations e.g., the playground and the classroom. Instead of reacting to a situation teach children to take a breath and some timeout. • Model and teach the children to use 'sorry' when they have been unkind and encourage them to say this to the person they have upset. • Teach the term 'Excuse me' in conversations when trying to gain attention. • Build on decision making for P-D-R encouraging the children to say 'What will you play in the construction area?' adults should model lots of different scenarios within each area to support children to understand how each area can be used. • Use P-D-R as a structure to encourage the children to set themselves a goal, can they achieve this on their own or would it be easier working with others? • Support children to try new activities, introducing new ideas during group time for them to replicate in independent play. • Children should be encouraged to independently identify when they need to go to the toilet and do this without adult support. Initially staff may need to support by staying close by and talking through the steps to follow i.e., now flush the toilet... • Children should be taught how to brush teeth and why it is important to keep teeth clean. • Encourage children to deal with conflicts using the phrase "stop, that is not kind" or "stop, not kind" this will alert adults who can then support a resolution. 	<ul style="list-style-type: none"> • Share resources playing alongside others. • Teach children how to be a friend, what it means and how they can be good friends; share stories and discuss what being a friend means and looks like. What would a good friend do? Role play scenarios and ask the children what they would do. • Demonstrate how to take turns and work together to solve problems or achieve a goal. • Teach children to celebrate each other's achievements, introducing them to using the phrases "well done" or "good job." • Discuss differences in physical appearance helping children to develop a positive attitude towards diversity.
<p>Assessment</p>	<p><u>Learning to be secure by the end of Autumn Term</u> <u>The vast majority of Children can:</u></p> <ul style="list-style-type: none"> • Understand how to take turns within a structure and ask for support from peers and adults when needed. 	<p><u>Learning to be secure by the end of Autumn Term</u> <u>The vast majority of Children can:</u></p> <ul style="list-style-type: none"> • Say sorry when they have done something wrong. • Identify and say 'what' they are going to do or play with in their chosen area. • Independently access and use the toilets. 	<p><u>Learning to be secure by the end of Autumn Term</u> <u>The vast majority of Children can:</u></p> <ul style="list-style-type: none"> • Build relationships with peers and begin to play with them in a chosen activity. • Form some close friendships with peers.

<p>Summer</p>	<ul style="list-style-type: none"> • Children should be taught to check areas in nursery to see if they are tidy; use a photograph 'Tidy looks like'. • Teach children to get a cloth or paper towel and clean up spills of milk or water on the floor or table. • Children should be taught to use the recycle bin for the correct items and told about why we should re-use and recycle when it is possible. • Children should be encouraged to be sensitive to the needs of others, know when to help others. Using the vocabulary 'Can I help?' 'Do you need a grown up?' • Teach children the emotions 'proud', 'disappointed' and 'worried' through social stories, puppet play, sharing and discussing stories. Support the children to use these words to identify these emotions. Help the children to explaining their feelings and those of others. Build on this to teach how we can manage these feelings; what could we do if we feel frustrated? Would it be ok to hit someone? • Support children to be determined, not giving up, not letting go, showing strength to try when something is hard. • Teach children that they should always try their best weather they win or lose. Discuss how it will feel to win or lose and extend this to thinking about how others may feel if they win or lose. • Teach the phrase "Oh well..." when things have not gone to plan. 	<ul style="list-style-type: none"> • Teach the children to follow the rules and support them to articulate why we have these rules in Nursery. • Support children to make good choices, by getting them to explore the outcomes of different decisions; what would happen if you did And what would happen if you did ... instead? • Model and teach the children to look at people when you are speaking to them or they are speaking to you and when apologising to say what is it they are 'sorry' for doing or saying i.e., I am sorry I took your toy. Remind children that they should say thank you to anyone who apologises to them. • Support children to make decisions about who they might be playing with during P-D-R 'Wo would you like to play in the sand with?' Have you asked them f they would like to play with you?' Use this as an opportunity to support the children with friendships and understanding that feels of being 'disappointed' if someone does not want to play or 'proud' for making a good choice or achieving a goal. Support children who are not confident to identify a friend by playing with labelling the emotion 'worried.' Adults should initially pair with these children and use this as an opportunity to invite other children to join in with play to develop friendships. • Encourage children to 'have a go' and confidently tackle a challenge i.e., who can make an obstacle course? A car for teddy? etc. reinforce the phrased "Oh well" when things do not go to plan. Model this by making errors and asking children to support with problem solving solutions 'What could I do now?' 'Should I give up?' 'How will I feel if I find it hard but then manage to complete it?' • Children should be taught the importance of personal hygiene and the need to wash hands after going to the toilet. Correct handwashing procedure should be demonstrated and supported. • Children should be taught how foods with lots of sugar can damage teeth. • Teach children how to deal with conflicts by showing them possible resolutions, could an egg timer help for taking turns? Is there different toy that you could use if the one you want is already in use OR could you ask to use it using your kind words? Make sure children know 	<ul style="list-style-type: none"> • Teach children how to be kind, what it means and how they can show kindness; share stories and discuss what being a kind looks like. What would a good kind person do? Role play scenarios and ask the children what they would do. • Teaching problem solving skills by posing problems and asking children to identify solutions, link to resilience. • Teach the children about cooperating and how working together can make difficult tasks easier, refer to tidy up time in nursery, can the children think of another example when they work together? • Teach children to say why they are proud of themselves and extend to why they are proud of others. • Discuss differences; in beliefs and cultures continue to develop a positive attitude towards diversity.
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		that if another child hurts them they must always tell an adult.	
<u>Assessment</u>	<u>Learning to be secure by the end of Autumn Term</u> <u>The vast majority of Children can:</u> <ul style="list-style-type: none"> • Understand how they will feel if they win or lose. Children will be able to have another try at a task if it has not worked showing resilience. 	<u>Learning to be secure by the end of Autumn Term</u> <u>The vast majority of Children can:</u> <ul style="list-style-type: none"> • Identify 'who' they will play with during the P-D-R session. • Begin to offer solutions to conflicts. • Show confidence to try a new activity. 	<u>Learning to be secure by the end of Autumn Term</u> <u>The vast majority of Children can:</u> <ul style="list-style-type: none"> • Identify and show kind gestures towards peers. • Understand that we are all different and may have different beliefs.

<u>Prime areas</u>	<u>Literacy</u> This involves encouraging children to learn the pre-reading and writing skills through developing a love of books and stories and understanding that marks have meaning.		
<u>End of year expectations</u>	<u>Comprehension</u>	<u>Phonics Word Reading -</u>	<u>Writing</u>
<u>Term</u> Autumn	<ul style="list-style-type: none"> Teach children to identify environmental print from a wide range of examples e.g. packaging, signs inside and outside the setting, menus, logos and post. Demonstrate to children how they should look after books handling them with care and turning the pages one at a time. Teach different parts of a book, including the front and back cover, the author and the page number. Daily sharing and enjoying a range of texts to include stories, nursery rhymes, poems and non-fiction books. Children should be encouraged to retell stories using puppets and props. 	<ul style="list-style-type: none"> Teach children to listen and investigate sounds in the environment. What can you hear? Where is the sound? Is it loud or quiet? What else could it be? Do you like the sounds? Can you make this sound? Children should be encouraged to join in with familiar stories and songs. Children should be taught to investigate sounds from instruments during their play. Teach children the names and sounds for familiar instruments and model using these in story telling times i.e. drum, tambourine, bells maracas. Teach the children to play instruments correctly Introduce using instruments to create mood i.e. loud / quiet / fast and slow discussing and encourage the children to do this in their independent play. 	<ul style="list-style-type: none"> Teach children to make large body movements and exercised to co-ordinate whole body, arms and legs Teach children to use their hands and fingers to manipulate tools i.e. spoon, paint brush, pencil, chalk. Daily finger gym activities should be available to strengthen finger muscles. Provide variety of resources and opportunities to encourage emergent writing and mark making demonstrate writing during play and teaching time.
<u>Assessment</u>	<p><u>Learning to be secure by the end of Autumn Term</u></p> <p><u>The vast majority of Children can:</u></p> <ul style="list-style-type: none"> Can identify print Can look at a book with care, knowing the correct orientation and turning pages singularly. Can retell main event in a known story 	<p><u>Learning to be secure by the end of Autumn Term</u></p> <p><u>The vast majority of Children can:</u></p> <ul style="list-style-type: none"> Can identify common sounds inside and outside the setting Can name two different instruments Can listen and count beats on a drum using fingers/ actions to copy 	<p><u>Learning to be secure by the end of Autumn Term</u></p> <p><u>The vast majority of Children can:</u></p> <ul style="list-style-type: none"> Can mark make for meaning i.e. emergent write their own name on work Can select and use a paint brush making marks representing an object or item.
Spring	<ul style="list-style-type: none"> Children to be exposed daily to a set of familiar books and to begin to request favourite books, songs and rhymes including traditional fairy tales. Teach the children to identify the events of a book and the characters. Build on new vocabulary to discuss books and preferences. Initially this could be likes / dislikes and favourite stories and extend to give a reason for choices. Children could start to show preferences with hands up or voting with your feet <i>i.e. stand here if you would like me to read 'Peepo' or stand here if you would like me to</i> 	<ul style="list-style-type: none"> Select and sing know songs and nursery rhymes, using a 'song sack' to represent previously taught rhymes/ songs. Join in with the repeating refrains in books and stories anticipating what comes next. Teach the children rhyming words and identify them in nursery rhymes, play silly sentences, find a word that rhymes with ... Investigate body percussion, what sounds can you make and hear? Create a sequence of actions using body percussion. 	<ul style="list-style-type: none"> Encourage children to mark-make in their play proving opportunities for children to write on lists, letters, complete forms and make and then write inside cards. Teach children that marks have meaning by demonstrating writing both inside and outside of the classroom i.e. create a class list, make a class book or story map, drawing with chalk, water and paintbrushes. Children should be encouraged to 'record' their ideas during play and to 'read-back' what they have written to show that they understand that print has meaning.

	<p><i>read 'Mr Bear' – count children and start to use the language of 'most'.</i></p> <ul style="list-style-type: none"> Encourage and model story telling using props and puppets as an opportunity to develop vocabulary and retrieval skills. Introduce Helicopter Stories as a method of children re-telling and creating stories. 	<ul style="list-style-type: none"> Follow instruction to create sounds body percussion using direction i.e. Clap quietly, tap quickly Use body percussion to begin to identify syllables in words – clapping name etc. 	
Assessment	<p><u>Learning to be secure by the end of Autumn Term</u> <u>The vast majority of Children can:</u></p> <ul style="list-style-type: none"> Can retell a story using props or puppets Can identify preference for texts when offered a choice Can make up own stories in play and through Helicopter stories 	<p><u>Learning to be secure by the end of Autumn Term</u> <u>The vast majority of Children can:</u></p> <ul style="list-style-type: none"> Can identify syllables in words Can identify if two words rhyme 	<p><u>Learning to be secure by the end of Autumn Term</u> <u>The vast majority of Children can:</u></p> <ul style="list-style-type: none"> Can understand that print conveys meaning and use this to represent their ideas though mark-making.
Summer	<ul style="list-style-type: none"> Role play the story sequencing the main events. Children to answer simple questions regarding the events, setting and character about a familiar text. Demonstrate the use of 'thinking time' before answering a question by giving the question before reading the text. Teach children to work with a partner, initially this may need to be an adult, then with peers to discuss a question about the text. Encouraging children explain their reasoning and choices. Support children to ask their own questions to investigate a new text. 	<ul style="list-style-type: none"> Begin to explore sounds in words using alliteration i.e. tongue twisters. Begin to identify initial sounds in words reading books with alliteration Teach children that their names start with a sound and support them to identify that sound and then to identify other words that start with the same sound. Children should be able to splay and explore with initial sounds sorting and grouping objects i.e. beginning with 's' does not begin with 's'. Teach the children to select objects beginning with the same initial sound, start with a choice of two and extend to 'can you find me something beginning with ...' Teach children that words are made up from sounds, demonstrating this orally. Teach children to segment and blend sounds initially CV and then CVC words. How many sounds can you hear? 	<ul style="list-style-type: none"> Teach children to recognise their name, initially by identifying the first letter. Use name cards to encourage children to write some or all of their name writing in paint, sand, with water and brushes, tracing activities, rubbing activities, whiteboards and pens, clipboards outside etc. Teach children to write their own book using their level of emergent writing. Build of letter knowledge to begin to write some letters correctly verbalising movements using the language 'up, down, around and back' following school handwriting scheme. Ensure letter formation is taught using large body gestures shoulder then elbow pivot to learn the correct sequence before reducing size of letters.
Assessment	<p><u>Learning to be secure by the end of Autumn Term</u> <u>The vast majority of Children can:</u></p> <ul style="list-style-type: none"> Can work with a partner to answer a question about a text and give a reason for choices. 	<p><u>Learning to be secure by the end of Autumn Term</u> <u>The vast majority of Children can:</u></p> <ul style="list-style-type: none"> Can identify initial sounds. Can identify something with the same initial sound. Can hear and identify number of sounds in words. 	<p><u>Learning to be secure by the end of Autumn Term</u> <u>The vast majority of Children can:</u></p> <ul style="list-style-type: none"> Can hold a pencil with a developmentally appropriate grip. Can write the first letter of their name correctly.

Prime Areas	Maths This involves providing children with opportunities to Practise and improve their skills in counting numbers, calculating simple addition and subtraction problems	
End of year expectations	Children Numbers	Children Numerical Patterns
Autumn	<ul style="list-style-type: none"> Children should be taught to look for numbers within their environment i.e. how many spaces in construction/ How many toilets? How many milks do we need? Children should be taught to orally count to 3 then 5 through daily counting games, rhymes and action songs. Children should be taught to count claps, steps, drum beats. Daily counting using fingers Children should be taught to count both forwards and backwards in lots of different situations through both their supported play and in taught sessions. Teach 1:1 correspondence firstly to 3 then 5. Teach children how to use concrete apparatus to represent amounts. Introduce numerals and encourage children to point to numbers and match amounts to numerals throughout the setting. 	<ul style="list-style-type: none"> Daily referral to calendar looking at days of the week and recalling what day it was yesterday and tomorrow. Teach the months of the seasons. Teach positional language to include on top of, under. Identify shapes in the environment and encourage children to use different shapes in their play such as block building or junk modelling. Teach the children the shape names circle and square Introduce the language small and big Children should be taught to sort by criteria such as size or colour
Assessment	<p><u>Learning to be secure by the end of Autumn Term</u> <u>The vast majority of Children can:</u></p> <ul style="list-style-type: none"> Count to 5 forwards Identify numbers 1-3 in the environment Find amounts to three correctly 	<p><u>Learning to be secure by the end of Autumn Term</u> <u>The vast majority of Children can:</u></p> <ul style="list-style-type: none"> Say the days of the week in order Identify, name and categorise shapes that are circle and square
Spring	<ul style="list-style-type: none"> Children should be taught to count forwards and backwards to 10 using familiar songs and rhymes Demonstrate how to show numbers 0-10 on fingers. Children should be able to count amounts up to 10 with 1:1 correspondence Children should be able to subitise to 3 Children should be taught to form the numbers 1-3 correctly Children should be using numbers in sequence within their play Teach the terms 'more' and 'less' when comparing amounts Teach number sequence visually using number lines, tracks, sequential large number puzzles 	<ul style="list-style-type: none"> Daily referral to calendar looking at dates and sequencing numbers. Teach the months of the year. Teach positional language to include on next to, in front of, behind Teach the children the shape names triangle and rectangle. Identify some properties of shapes including sides. To understand that if a shape is in a different position it is still the same shape e.g. upside-down triangle Explore 3D shapes in the environment Children should be taught to sort by a given criteria and also to sort and identify their own criteria. Teach children to explore measuring length with non-standard units i.e. feet, hands then progress to using unifix cubes Children should be taught the language smallest and biggest
Assessment	<p><u>Learning to be secure by the end of Autumn Term</u> <u>The vast majority of Children can:</u></p>	<p><u>Learning to be secure by the end of Autumn Term</u> <u>The vast majority of Children can:</u></p>

	<ul style="list-style-type: none"> • Orally count numbers to 10 and use fingers to correctly identify amount to five. • Subitise to 3 • Confidently identify 'more' or 'less' when comparing quantities. 	<ul style="list-style-type: none"> • Move objects to demonstrate an understanding of behind, in-front and next to. • Know the names of triangle, circle, rectangle and square and sort by shape.
summer	<ul style="list-style-type: none"> • Children should be taught to count forwards and backwards beyond 10 • Demonstrate how to show numbers 0-10 on fingers. • Children should be able to count amounts to 10 with 1:1 correspondence using moving and counting • Children should be able to subitise to 5 • Children should be taught to form the numbers up to 5 correctly and use mark making to represent numbers in their play. • Children should be using numbers in sequence within their play i.e. ordering items and labelling with number cards / post-it notes etc. • Teach the terms 'the same' when comparing amounts begin using the same apparatus then extend to different items with the same amount i.e. 4 apples and 4 conkers children to understand that there is still have the same amount of each, • Extend teaching of number sequence visually using number lines to numbers beyond 10 and have these available for the children to use in their play. 	<ul style="list-style-type: none"> • Daily referral to calendar looking at dates recalling the sequence what will come next? What date was yesterday? • Use positional language in real life context, such as directing others or describing a route when on a trip. • Teach the children to use shapes to create different shapes, i.e. two triangles can make a square. • Identify some properties of shapes including sides. • To understand that if a shape is in a different position it is still the same shape e.g. upside-down triangle • Teach 3D shape names, cube and pyramid (square and triangular based) • Children should be taught to compare lengths and weights • Teach children to explore measuring with non-standard units for weight i.e. balancing scales and cubes. • Provide opportunities to identify patterns in the environment and from different cultures i.e. fabrics • Children should be taught the language of pattern by describing a pattern, copying patterns and creating patterns musically and creatively.
Assessment	<p><u>Learning to be secure by the end of Autumn Term</u></p> <p><u>The vast majority of Children can:</u></p> <ul style="list-style-type: none"> • Count with 1:1 correspondence to 5 • Match numerals to amounts to 5 	<p><u>Learning to be secure by the end of Autumn Term</u></p> <p><u>The vast majority of Children can:</u></p> <ul style="list-style-type: none"> • Identify patterns and continue a simple repeated pattern. • Confidently name basic shapes by their properties

<u>Prime Areas</u>	<u>Understanding of the World</u> This involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment		
<u>End of year expectations</u>	<u>Past and Present</u>	<u>People and communities</u>	<u>The Natural World</u>
<u>Terms</u> Autumn	<ul style="list-style-type: none"> Children should learn to make connections between the features of their families and other families. Teach the children about differences in families. Support children to identify family traditions and celebrations. Begin to develop a sense of chronology using the vocabulary old and new then relate this to personal chronology as the children talk about photographs and memories. Teach positive attitudes about the differences between people. 	<ul style="list-style-type: none"> Support children to develop a secure sense of self knowing where they live, where they were born, and where their wider families live. Children should be taught who the important adults in nursery/ school are and what their role is. Children should be aware of the local environment and some features i.e. church, play area Plan a journey to the local park, or around the school grounds what would we see? Children should know how they get to nursery i.e. walk, bus, car etc Teach children about simple maps and how they are used to find our way. 	<ul style="list-style-type: none"> Teach children to explore using their senses. Children should be taught about the season of Autumn and the way leaves change in colour and fall. Teach children that as it gets colder it becomes winter and investigate the changes in season. Explain that animals begin to prepare for colder weather and hibernation e.g. squirrels bury nuts in the ground. Children should understand that temperatures get colder as winter approaches. Support children to investigate what grows in our nursery?
<u>Assessment</u>	<u>Learning to be secure by the end of Autumn Term</u> <u>The vast majority of Children can:</u> <ul style="list-style-type: none"> identify their own immediate family and know who is the oldest talk about their own lives in terms of their personal past history 	<u>Learning to be secure by the end of Autumn Term</u> <u>The vast majority of Children can:</u> <ul style="list-style-type: none"> name key adults in nursery and their role can name one feature in the local environment 	<u>Learning to be secure by the end of Autumn Term</u> <u>The vast majority of Children can:</u> <ul style="list-style-type: none"> identify the seasons autumn and Winter and explain some of the environmental changes they would see.
Spring	<ul style="list-style-type: none"> Teach the children about a family Tree beginning with parents and siblings and extend to grandparents. Support children to identify differences in themselves over time 'when I was a baby.... But now...' creating own timeline. Investigate items from the past using pictures and where possible items – sort using the vocabulary 'old' and 'new'. Look at old photographs related to topic and identify some differences and similarities to today. Share some old stories such as traditional tales and explain that they would have been told to parents and 	<ul style="list-style-type: none"> Teach new vocabulary related to the occupation, and encourage children to use it in their play. Teach the children about different occupations such as; bus driver, train driver, pilot, astronaut, hairdresser, doctor, dentist and vet. Using knowledge of families support children to identify their parents' professions and what they do. Encourage children to role-play and examine the roles of people who help us such as emergency service workers. 	<ul style="list-style-type: none"> Recognise the season of Spring and notice new plants growing. Use this as an opportunity to grow plants and make observations, looking carefully at changes and learn how to care for them. Children should explore growth and decay over time linked to plants in the garden. Children to investigate natural and man-made materials and use these to create structures or items investigating their properties i.e. waterproof / floats / soft / hard Children should be taught about freezing and melting and how water changes with and without heat. Properties of heat and reversible / irreversible changes should be investigated during cooking activities.

	<p>grandparents when they were young and compare this with newer stories as a contrast.</p> <ul style="list-style-type: none"> Explain that very old stories used to be told and not written down, now we can type them up and send them to people anywhere. 		
Assessment	<p><u>Learning to be secure by the end of Autumn Term</u> <u>The vast majority of Children can:</u></p> <ul style="list-style-type: none"> correctly use the terms old and new when discussing their own family i.e. new baby / grandad is old 	<p><u>Learning to be secure by the end of Autumn Term</u> <u>The vast majority of Children can:</u></p> <ul style="list-style-type: none"> identify an occupation and say how this role helps others 	<p><u>Learning to be secure by the end of Autumn Term</u> <u>The vast majority of Children can:</u></p> <ul style="list-style-type: none"> talk about what they have found out about the properties of materials
Summer	<ul style="list-style-type: none"> Revisit family tree and extend to great grandparents using the vocabulary a long time ago. Encourage the children to talk about their memories and stories they have been told about when they were younger or when their parents were little. Teach children that families can be very different and to be positive about the differences between people and their families. Children to be taught how to sort items or pictures into new and old. Children should be taught that some things happened a very, very long time ago i.e. dinosaurs etc. Teach the children that we know about dinosaurs because of fossils left behind as clues. Understand that fossils are left over parts of animals or plants that lived a very long time ago. 	<ul style="list-style-type: none"> Teach the children about the wider world including different countries, looking at clips and photographs. Support the children to identify some similarities and differences between this country and contrasting environments. To know that in some parts of the world people live in very cold or hot places and will have different clothes and food. Encourage the children to talk about their own experiences of different counties they may have visited or have relatives that live abroad. Teach children that not all children can go to school (Link to UN rights of a child if used in school) To begin to understand that different animals live in different countries. 	<ul style="list-style-type: none"> Support children to find and then identify minibeasts from the outdoor environment. Teach the children how to make a suitable habitat for minibeasts. Encourage the children to look carefully and identify features of animals using a magnifying glass when appropriate. Children to understand the lifecycle of animals starting with matching animals and their young. Extend understanding to the lifecycle of chicks/ butterflies / frogs Teach children to identify different types of animals i.e. farm, wild, pet and then extend to supporting them to categorise animals Teach the children that there are different planets in the solar system and talk about the differences that they have experienced and seen in photographs and videos.
Assessment	<p><u>Learning to be secure by the end of Autumn Term</u> <u>The vast majority of Children can:</u></p> <ul style="list-style-type: none"> correctly use the terms old and new when sorting items. identify similarities and differences between their own family and others. 	<p><u>Learning to be secure by the end of Autumn Term</u> <u>The vast majority of Children can:</u></p> <ul style="list-style-type: none"> understand that there are different countries in the world. identify a different country and state a similarity or difference between this and their own environment. 	<p><u>Learning to be secure by the end of Autumn Term</u> <u>The vast majority of Children can:</u></p> <ul style="list-style-type: none"> identify the lifecycle of an animal identify some the features of animals i.e. horse has hooves

Expressive Arts and Design

This involves supporting children to explore and play with a wide range of media and materials. It involves providing children with opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play and design/technology.

<u>End of year expectations</u>	<u>Creating with Materials</u>	<u>Being Imaginative and Expressive</u>
Autumn	<ul style="list-style-type: none"> Encourage the children to explore different materials using their senses. Support children to manipulate and play with materials which children should be able to select and use at all times in continuous provisions. Teach the children how to use powder-paint to make the primary colours and then how to colour mix. Encourage the children to explore with different paint texture and consistencies i.e. splatter/ drip paintings Encourage the children to talk about the differences in colours they have created. Teach the children how to join materials using masking tape and scissors to snip. Teach the children how to use a paint brush and pot of PVA glue to stick items. Teach the children how to block- print e.g. potato printing, blocks, cubes 	<ul style="list-style-type: none"> Ensure children have a variety of role play experiences where they will be able to imaginatively use and independently access to lots of flexible and open-ended resources. Teach the children a variety of songs linked to routine including good morning songs, home time songs, seasonal songs, counting songs. Teach Nursery rhymes on rhyme and engage in daily singing and rhyme time. Children should have the opportunity to explore percussion instruments through phonic acquisition and free exploration. Children should have the opportunity to move to music and dance. Teach the children different ways to move across the floor. Opportunities to perform plays and songs to peers should be provided during Review.
<u>Assessment</u>	<p style="text-align: center;"><u>Learning to be secure by the end of Autumn Term</u></p> <p><u>Children can:</u></p> <ul style="list-style-type: none"> Independently select resources for their creative plan Mix colours independently Join items independently using masking tape 	<p style="text-align: center;"><u>Learning to be secure by the end of Autumn Term</u></p> <p><u>Children can:</u></p> <ul style="list-style-type: none"> Join in and sing a selection of known songs Move to music travelling in different ways
Spring	<ul style="list-style-type: none"> Teach the children to use clay and play dough to a desired effect with rolling and pinching techniques. Investigate adding textures to dough and malleable materials encouraging children to make creative choices and explain their reasons for resources selected during Plan-Do- Review sessions. Children should be investigating joining materials using string, blue-tac and Sellotape. Children should be colour-mixing independently but given the opportunity to talk about the differences between colours created. Teach the children how to print by using a variety of textured materials i.e. bubble wrap 	<ul style="list-style-type: none"> Encourage children to engage in a variety of role play experiences where they will be able to imaginatively use and independently access to lots of flexible and open-ended resources. Teach the children a variety of songs linked to topic Introduce the term 'pitch' and support the children to sing high and low. Encourage the children to develop their 'singing voice' in a range of situations. Teach a sequence of three body actions for a dance to match to music and encourage the children to repeat these actions when they hear the appropriate phase in the music. Demonstrate how to use technology to record and create music. Encourage children to act out familiar stories, support them to create a show where they invite others with tickets and set up a stage / viewing area. Children should have the opportunity to create music using percussion instruments.
<u>Assessment</u>	<p style="text-align: center;"><u>Learning to be secure by the end of Autumn Term</u></p> <p><u>Children can:</u></p> <ul style="list-style-type: none"> Join using a variety of techniques Create colours and discuss differences between colour choices 	<p style="text-align: center;"><u>Learning to be secure by the end of Autumn Term</u></p> <p><u>Children can:</u></p> <ul style="list-style-type: none"> Sing known songs to an audience and vary pitch Respond to music using a sequence of dance body movements

<p>Summer</p>	<ul style="list-style-type: none"> • Teach the children to use clay and play dough to a desired effect using cutters and shaping tools. • Investigate combining malleable materials such as using water to join clay. • Children should be investigating joining materials using stapler and paper clips, hole punch and treasury tags. • Children should be colour-mixing independently and encouraged to create shades of a colour. • Teach children to look for detail when drawing and making images i.e. a pig has a curly tail and long nose. • Teach the children how to print by selecting appropriate items to make representation i.e. a flower 	<ul style="list-style-type: none"> • Teach children to create imaginary setting and use props to support their re-telling of stories. • Encourage children to make up their own songs and rhymes by modelling. • Introduce the term 'tempo' and support the children to sing fast and slow. • Encourage the children to use their 'singing voice' when singing and to sing in front of an audience of peers and then a wider audience. • Teach a further sequence of three body actions for a dance to match to music and encourage the children to use these actions to create their own dance. • Provide opportunities for the children to explore musical instruments and give them the opportunity to create music using percussion instruments. • Teach children how to express an opinion after listening to a song or piece of music. How did it make you feel? Why? • Teach children how to tap and clap out different rhythms and pulses to music extend to keeping a steady beat. • Teach children to play, share and perform a wide variety of music and songs from different cultures and historical periods, for example music from around the world.
<p>Assessment</p>	<p style="text-align: center;"><u>Learning to be secure by the end of Autumn Term</u></p> <p><u>Children can:</u></p> <ul style="list-style-type: none"> • Join creations using a variety of techniques • Add detail to their pictures • Create shades of a colour 	<p style="text-align: center;"><u>Learning to be secure by the end of Autumn Term</u></p> <p><u>Children can:</u></p> <ul style="list-style-type: none"> • Perform songs and shows to peers • Changing their singing voice to be fast or slow • Share their opinion about a piece of music